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ABSTRACT

The major purpose of this conference is to strengthen the program leadership function of each Federal Extension Service (FES) staff member. Each member is to (1) understand more about the problems of the disadvantaged, (2) accept FES leadership responsibilities which will result in involvement of these people in FES programs, and (3) increase understanding of the nature of tolerance and its effect on Extension program development with the disadvantaged. The following training strategies fall into three categories: (1) training program for FES staff, (2) training program for State Cooperative Extension Service Directors, and (3) training program for state and county extension service personnel. It is concluded that a comprehensive training program for cooperative extension personnel is essential to speed up the process of improved program performance. Training will help the agency improve its program and services to all citizens. (CK)

ED052418

Federal Extension Service
U.S. Department of Agriculture

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STRENGTHENING EXTENSION'S EDUCATIONAL PROGRAM FOR ALL SEGMENTS OF SOCIETY THROUGH EFFECTIVE PROGRAM DEVELOPMENT -- FOR IMPLEMENTING SECRETARY'S MEMORANDUM NO. 1662[1]

Plans for Target Audiences	Page
1. FES Staff	3 - 7
2. State Extension Directors (by regions)	9 - 27
3. State, Area and County Extension Staffs	29 - 34
Rationale and Justification[2]	35 - 48

[1]To meet the needs for which the Cooperative Extension Service has a responsibility as established by the legal framework and for which resources are available to conduct programs.

[2]To understand the rationale and justification for these suggested plans, you may need to refer to the training strategy document attached, entitled "Strengthening Extension's Educational Program for all Segments of Society Through Effective Program Development -- for Implementing Secretary's Memorandum No. 1662."

AC 010 441

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OBJECTIVES FOR FES STAFF TRAINING

Purpose

The major purpose of this conference is to strengthen the program leadership function of each FES staff member which will result in improved program participation and performance for the disadvantaged, alienated, racial, minority, and ethnic clientele.

Each FES Staff Member To -

1. Understand more about the problems and needs of people of the disadvantaged, alienated, racial, minority, and ethnic groups.
2. Accept Extension program leadership responsibilities which will result in involvement in program development of people of disadvantaged, alienated, racial, minority, and ethnic groups.
3. Increase understandings of the nature of tolerance and its effect on Extension program development with the people of disadvantaged, alienated, racial, minority, and ethnic groups.

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for FES Staff

March 2, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
# 1 FES Staff			Presiding Chairman: Loretta Cowden	
	9:15 a.m. to 9:25 a.m.	Call To Order - Purpose of Conference - Strategy Regarding Conference Plans	C. A. Williams, and Roy D. Cassell	Talk.
	9:25 a.m. to 10:00 a.m.	The Responsibility We Have - Situation and Justification - Objectives - Responsibilities - Special Efforts and Opportunities	Edwin L. Kirby Administrator, FES	Talk (visuals). Recommend maximum use be made of visuals, charts, pictorials, etc. to convey the message.
	10:00 a.m.	Break		

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for FES Staff

March 2, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 1 FES Staff	10:30 a.m. to 11:30 a.m.	Summary and Analysis of FES Staff Perceptions - What Does This Mean? - What Perceptions Do Staff Hold? - What Relationships Exist to Program Development Processes?	J. N. Raudabaugh, and Edgar A. Reeves, Jr.	Preconference Conditioning Questions developed and administered to all FES Staff prior to conference. Summarized responses for presentation and discussion. Presentation using charts, graphs, and other visuals. Group discussion, with reactor panel.
	11:30 a.m. to 12:15 p.m.	What OIG Audits Tell Us - How We Can Help You	Nathaniel E. Kossack Inspector General	Talk - with visuals and handout pieces. General discussion.
	12:15 p.m.	Lunch		

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for FES Staff

March 2, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 1 FES Staff			Presiding Chairman: Roy D. Cassell	
	1:00 p.m. to 3:00 p.m.	Challenge to Program Development and Management - Attitudes, Values and Basic Beliefs About and Toward Disadvantaged, Alienated Racial, Minority, and Ethnic Groups - Relating and Working Effectively With the Disadvantaged, Alienated, Racial, Minority, and Ethnic People - Interpersonal Relations, Human Dignity and Needs - What Research Tells Us About the Nature of Tolerance	James Bayton Chairman, Department of Psychology, Howard Univ.	Talk and Film: "Cycle to Nowhere" (Prepare specific questions for viewing followed by discussion) Additional discussion by resource person. Relate this area to the FES Inventory Summary. Visuals or possibly film - "Where is Prejudice" Reactor or listening panel. Discussion. Questions and Answers.

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for FES Staff

March 2, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 1 FES Staff	3:00 p.m. to 3:15 p.m.	Break		
	3:15 p.m. to 4:30 p.m.	<u>Program Development in Relation to Significant Variables</u> - Institutional Change, Theory and Economics - Individual's Experience and Background - People We Are Now Serving - People We Should Be Serving and Are Not - Ways That We Could Serve Groups - Administrative Posture - Training	James Bayton Chairman, Department of Psychology, Howard Univ. and <u>Panel</u>: C. A. Williams, Moderator Raymond Scott Dean Vaughan Helen Turner Earl Pettyjohn Joseph Matthews	Talk. Visuals as appropriate. Reactor panel and group discussion.
	4:30 p.m. to 5:00 p.m.	<u>What I Have Heard</u>	William Seabron Assistant to the Secretary for Civil Rights	

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for FES Staff

March 2, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 1 FES Staff	5:00 p.m. to 5:30 p.m.	<u>Our Commitment</u> - As An Individual - As An Organization - Possible Next Steps	Edwin L. Kirby Administrator, FES	Talk.

OBJECTIVES FOR DIRECTORS' REGIONAL TRAINING

Directors to -

1. Understand their responsibilities and opportunities to improve the delivery system of the Extension Service in relation to:
    a. Civil Rights Act
    b. Morale and ethical responsibilities
    c. Program development processes
2. Feel the significance and consequences of not filling the gaps in the program development processes; understand the current situation in the planning process and participation in Extension programs; recognize the situation in the State as it relates to overall program development processes -- the gaps, strength and weakness in the program.
3. Recognize the importance of their posture regarding program development in relation to their staff.
4. Recognize the significance of middle management's posture and action if programming is dynamic at each level.
5. Identify improvements needed and discuss strategies for changes in the program development processes.
6. Understand the need for a reevaluation of the Extension professionals' role and function in program development processes.
7. Become committed to carrying out their responsibilities for effecting program development that involves people of the disadvantaged, alienated, racial, minority and ethnic groups.

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the Northeast Region

March 3, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
# 2 State Directors, Assoc. & Asst. Director(s)	9:00 a.m. to 9:20 a.m.	Introduction - Purpose - Background to the Problem - Strategy Regarding the Training Plan	C. A. Williams, and Roy D. Cassell	Talk.
	9:20 a.m.	The Responsibility We Have - Situation and Justification - Achievement of Program Objectives - Responsibilities for Programs Which Are Responsive to Special Needs - Improving the Image of Our Performance - Special Efforts and Opportunities	Edwin L. Kirby Administrator, FES	Talk (visuals). Recommend maximum use be made of visuals, charts, pictorials, appropriate handout material. General discussion.
	10:00 a.m.	Break		

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the Northeast Region

March 3, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 2 State Directors, Assoc. & Asst. Director(s)	10:30 a.m. to 11:20 a.m.	Summary and Analysis of Director's Response to Basic Assumptions About Programs - What Perceptions Do We Hold in Regard to These Assumptions? - What Does This Mean? - What Perceptions Do State and County Staff Hold in Regard to These Assumptions?	C. A. Williams, and Roy D. Cassell	Preconference Conditioning Develop and administer an agree-disagree response to the Basic Assumptions About Programs. Presentation. General discussion.
	11:20 a.m. to 12:00 noon	What OIG Audits Tell Us - The Big Picture - How We Can Help You	Nathaniel E. Kossack Inspector General	Presentation and discussion.
	12:00 noon	Lunch		

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the Northeast Region

March 3, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 2 State Directors, Assoc. & Asst. Director(s)	1:00 p.m. to 3:00 p.m.	<u>Challenge to Program Development and Management</u> - What Research Tells Us About the Nature of Tolerance - Attitudes, Values and Beliefs About and Toward Disadvantaged, Alienated, Racial, Minority, and Ethnic People - "What Turns People On" "What Turns People Off" - Working Effectively With the Disadvantaged, Alienated, Racial, Minority, and Ethnic Groups. - Interpersonal Relations, Human Dignity and Needs	James Bayton Chairman, Department of Psychology, Howard Univ.	Talk: coupled with film - "Cycle to Nowhere" Prepare questions for viewing followed by discussion. Relate to perception summary on assumptions. General discussion by resource person and directors.
	3:00 p.m.	Break		

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the Northeast Region

March 3, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 2 State Directors, Assoc. & Asst. Director(s)	3:30 p.m. to 4:45 p.m.	<u>Program Development in Relation to Significant Variables</u> - Institutional Change, Theory and Economics - Individual's Experience and Background - People We Are Now Serving - People We Should Be Serving and Are Not - Ways in Which We Could Serve Groups	James Bayton Chairman, Department of Psychology, Howard Univ. Edward H. Smith Director of Extension Service New York	Talk. Participate in the general discussion with directors. Discussion leader with directors.
	4:45 p.m.	<u>Summary Remarks</u> - Commitment to Action - Possible Next Steps - Program - Organization - Personnel Development	Edwin L. Kirby Administrator, FES	Talk and general discussion. Response by Directors.

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the North Central Region

March 10, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
# 2 State Directors, Assoc, & Asst. Director(s)		Introduction - Purpose - Background - Strategy regarding the training plan	C. A. Williams, and Roy D. Cassell	Talk.

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the North Central Region

March 10, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 2 State Directors, Assoc. & Asst. Director(s)		The Responsibility We Have - Situation and Justification - Achievement of Program Objectives - Responsibilities for Programs Which Are Responsive to Special Needs - Improving the Image of Our Performance - Special Efforts and Opportunities	Edwin L. Kirby Administrator, FES	Talk - with visuals. Maximum use be made of visuals, charts, pictorials. Appropriate handout materials. General discussion.

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the North Central Region

March 10, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 2 State Directors, Assoc. & Asst Directors		<u>Summary and Analysis of Directors' Response to Basic Assumptions About Programs</u> - What Perceptions Do We Hold in Regard to These Assumptions? - What Does This Mean? - What Perceptions Do State and County Staff Hold in Regard to These Assumptions?	C. A. Williams, and Roy D. Cassell	<u>Preconference conditioning</u> Develop and administer an agree-disagree response to the basic assumptions about programs. Presentation. General discussion.
		<u>What OIG Audits Tell Us</u> - The Big Picture - How We Can Help You	Nathaniel E. Kossack Inspector General	Luncheon, presentation and discussion.

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the North Central Region

March 10, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 2 State Directors, Assoc. & Asst. Director(s)		<u>Challenge to Program Development and Management</u> - What Research Tells Us About the Nature of Tolerance - Attitudes, Values and Beliefs About and Toward Disadvantaged, Alienated, Racial, Minority, and Ethnic Groups (Indians, others) - "What Turns People On" "What Turns People Off" - Working Effectively With the Disadvantaged, Alienated, Racial, Minority, and Ethnic Groups - Interpersonal Relations, Human Dignity and Needs	James Bayton Chairman, Department of Psychology, Howard Univ.	Talk - coupled with film "Portrait of a Disadvantaged Child" or "Felicia" or "Cycle to Nowhere". (Questions to use for viewing followed by discussion). General discussion.

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the North Central Region

March 10, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)

(cont'd) # 2 State Directors, Assoc. & Asst. Director(s)		<u>Program Development in Relation to Significant Variables</u>
		
		- Institutional Change, Theory and Economics
		- Individual's Experience and Background
		
		- People We Are Now Serving
		- People We Should Be Serving and Are Not
		- Ways in Which We Could Serve Groups
		- Administrative Posture
		
		<u>Summary Remarks</u>
		
		- Commitment to Action
		- Possible Next Steps
		  - Program
		  - Organization
		  - Personnel Development
			James Bayton
			Chairman, Department of Psychology, Howard Univ.
			
			Jack B. Claar
			Director of Extension
			Illinois
			
			Edwin L. Kirby
			Administrator, FES
				Talk - and participate in the general discussion with directors.
				
				Discussion leader with directors.
				
				Talk and discussion.
				
				Response by directors.

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the Southern Region

April 15, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
# 2 State Directors, Assoc. & Asst. Director(s)	9:00 a.m. to 9:20 a.m.	Introduction - Purpose - Background - Strategy Regarding the Training Plan	C. A. Williams, and Roy D. Cassell	Talk.

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the Southern Region

April 15, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 2 State Directors, Assoc. & Asst. Director(s)	9:20 a.m.	<u>The Responsibility We Have</u> - Situation and Justification - Achievement of Program Objectives - Responsibilities for Programs Which Are Responsive to Special Needs - Improving the Image of Our Performance - Special Efforts and Opportunities	Edwin L. Kirby Administrator, FES	Talk (visuals). Maximum use be made of visuals, charts, pictorials. Appropriate handout material. General discussion.
	10:00 a.m.	Break		

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the Southern Region

April 15, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 2 State Directors, Assoc. & Asst. Director(s)	10:30 a.m. to 11:20 a.m.	<u>Summary and Analysis of Directors' Response to Basic Assumptions About Programs</u> - What Perceptions Do We Hold in Regard to These Assumptions? - What Does This Mean? - What Perception Do State and County Staff Hold in Regard to These Assumptions?	C. A. Williams, and Roy D. Cassell	<u>Preconference conditioning</u> Develop and administer an agree-disagree response to the basic assumptions about programs. Presentation. General discussion.
	11:20 a.m. to 12:00 noon	<u>What OIG Audits Tell Us</u> - The Big Picture - How We Can Help You	Nathaniel E. Kossack Inspector General	Presentation and discussion.
	12:00 noon	Lunch		

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the Southern Region

April 15, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 2 State Directors, Assoc. & Asst. Director(s)	1:00 p.m. to 3:00 p.m.	<u>Challenge to Program Development and Management</u> - What Research Tells Us About the Nature of Tolerance - Attitudes, Values and Beliefs About and Toward the Disadvantaged, Alienated, Racial, Minority and Ethnic People - "What Turns People On" "What Turns People Off" - Working Effectively With the Disadvantaged, Alienated, Racial, Minority, and Ethnic Groups. - Interpersonal Relations - Human Dignity and Needs	James Bayton Chairman, Department of Psychology, Howard Univ.	Talk - coupled with film "Portrait of a Disadvantaged Child" or "Felicia" or "Cycle to Nowhere". (Questions for viewing followed by discussion). General discussion.
	3:00 p.m.	Break		

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the Southern Region

April 15, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 2 State Directors, Assoc. & Asst. Director(s)	3:30 p.m. to 4:45 p.m.	<u>Program Development in Relation to Significant Variables</u> - Institutional Change, Theory and Economics - Individual's Experience and Background - People We Are Now Serving - People We Should Be Serving and Are Not - Ways in Which We Could Serve Groups - Administrative Posture	James Bayton Chairman, Department of Psychology, Howard Univ. C. A. Vines Director of Extension Arkansas	Talk and participate in the general discussion. Discussion leader with directors.
	4:45 p.m.	<u>Summary Remarks</u> - Commitment to Action - Possible Next Steps - Program - Organization - Personnel Development	Edwin L. Kirby Administrator, FES	Talk and response. Response by directors.

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the Western Region

April 22, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
# 2 State Directors, Assoc. & Asst. Director(s)	9:00 a.m. to 9:20 a.m.	<u>Introduction</u> - Background - Purpose - Strategy Regarding the Training Plan	C. A. Williams, and Roy D. Cassell	Talk.

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the Western Region

April 22, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 2 State Directors, Assoc. & Asst. Director(s)	9:20 a.m to 10:00 a.m	<u>The Responsibility We Have</u> - Situation and Justification - Achievement of Program Objectives - Responsibilities for Programs Which Are Responsive to Special Needs - Improving the Image of Our Performance - Special Efforts and Opportunities	Edwin L. Kirby Administrator, FES	Talk (visuals). Maximum use be made of visuals, charts, pictorials. Appropriate handout material. General discussion.
	10:00 a.m	Break		

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the Western Region

April 22, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 2 State Direc- tors, Assoc. & Asst. Direc- tor(s)	10:30 a.m. to 11:20 a.m.	<u>Summary and Analysis of Directors' Response to Basic Assumptions About Programs</u> - What Perceptions Do We Hold in Regard to These Assumptions? - What Does This Mean? - What Perceptions Do State and County Staff Hold in Regard to These Assumptions?	C. A. Williams, and Roy D. Cassell	<u>Preconference conditioning</u> Develop and administer an agree-disagree response to the basic assumptions about programs. Presentation. General discussion.
	11:20 a.m. to 12:00 noon	<u>What OIG Audits Tell Us</u> - The Big Picture - How We Can Help You	Nathaniel E. Kossack Inspector General	Presentation and discussion.
	12:00 noon	Lunch		

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the Western Region

April 22, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 2 State Directors, Assoc. & Asst. Director(s)	1:00 p.m. to 3:00 p.m.	<u>Challenge to Program Development and Management</u> - What Research Tells Us About the Nature of Tolerance - Attitudes, Values and Beliefs About and Toward the Disadvantaged, Alienated, Racial, Minority, and Ethnic Groups (Indians, Spanish Americans, Mexican Americans) - "What Turns People On" "What Turns People Off" - Working Effectively With the Disadvantaged, Alienated, Racial, Minority, and Ethnic Groups	James Bayton Chairman, Department of Psychology, Howard Univ.	Talk - coupled with film "Portrait of a Disadvantaged Child" or "Felicia" or "Cycle to Nowhere". (Questions for viewing followed by discussion). General discussion.
	3:00 p.m.	Break		

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Teaching Plan for Directors of the Western Region

April 22, 1970

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
(cont'd) # 2 State Directors, Assoc. & Asst. Director(s)	3:30 p.m to 4:45 p.m	<u>Program Development in Relation to Significant Variables</u> - Institutional Change, Theory and Economics - Individual's Experience and Background - People We Are Now Serving - People We Should Be Serving and Are Not - Ways in Which We Could Serve Groups - Administrative Posture	James Bayton Chairman, Department of Psychology, Howard Univ. Lowell H. Watts Director of Extension Colorado	Talk and participate in the general discussion. Discussion leader with directors.
	4:45 p.m.	<u>Summary Remarks</u> - Commitment to Action - Possible Next Steps - Programs - Organization - Personnel Development	Edwin L. Kirby Administrator, FES	Talk and response. Response by directors.

OBJECTIVES FOR STATE AND COUNTY EXTENSION STAFF TRAINING

Educational objectives and subject matter content for training programs are not detailed in these plans. Each State Extension Service (appropriate planning committee or group) as it develops its training plan will need to specify these in terms of its own needs and its own particular situations.

Suggested general objectives and broad content areas, pages 43 and 43 respectively, of the training strategy may serve as an aid for the planning group.

Target groups to participate in training may be categorized as outlined on pages 44 and 45.

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Suggested Teaching Plan to Aid in the Development of State and County Staff Training

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
		Call To Order - Purpose - Strategy Regarding Conference Plans	Chairman of the Planning Committee or State Training Specialist or Supervisor or Others	
		The Responsibility We Have - Situation and Justification (National and State picture) - Achieving State Program Objectives - Responsibilities for Programs Which Are Responsive To Special Needs - Special Efforts and Opportunities	Director of Extension or Associate Director	

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Suggested Teaching Plan to Aid in the Development of State and County Staff Training

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
		Summary and Review of Present Status of Programs and Program Development Processes - What Clientele Are Our Programs Now Serving - Is This What It Should Be? - What Is Our Performance Record Regarding the Program Development Process and Involvement of Minority and Disadvantaged Groups? - What Is the Status of Present Policies and Procedures for Involvement? - What Adjustments May Be Required?	Supervisors and/or Program Leaders	Preconference Conditioning Make an analysis of the State's present status regarding programs and program development processes for each county. Presentation and discussion.

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Suggested Teaching Plan to Aid in the Development of State and County Staff Training

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
		<u>What OIG Audits Tell US</u> - Review of Audit Reports	USDA or FES representative	
		<u>Challenge to Program Development Management</u> - Attitudes, Values and Benefits About and Toward Disadvantaged, Alienated, Racial, Minority and Ethnic Groups - "Hang Ups" in Relation to Developing Effective Working Relationships With These People - Interpersonal Realtions, Human Dignity and Needs	Sociologist or other	

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Suggested Teaching Plan to Aid in the Development of State and County Staff Training

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
		What Research Tells Us About the Nature of Tolerance	Social psychologist, anthropologist, sociologist, psychologist	
		The Art and Science of Helping - Empathy - Sincerity - Commitment - Identity - Opening Channels of Communication	Family life counselor, or social worker, or minister	

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Suggested Teaching Plan to Aid in the Development of State and County Staff Training

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
		<u>Program Development Including the Disadvantaged in Relation to These Significant Variables</u> - Posture of the Organization in Meeting These Needs - Involvement in Programming - Staff Members' Role Perception and Role Performance - People Served - People Left Behind - Ways in Which We could Serve Groups - Administrative support - New Understandings and Competencies Needed - Individual's Experience and Background --Reporting and Program Reviews	Appropriate staff members, State, area and county levels	

Strengthening Extension's Educational Program for All Segments of Society
Through Effective Program Development -- for Implementing Secretary's
Memorandum No. 1662

Suggested Training Plan to Aid in the Development of State and County Staff Training

Target Group	Time	Content Areas	Possible Resource Persons	Methodology (Suggested)
		Evaluation and Next Steps - What Have We Accomplished? - What Changes Can We Make? - Special Efforts to be Taken - Additional Training Needed	Appropriate staff member(s)	

Strengthening Extension's Educational Program
For All Segments of Society Through Effective Program Development
-- For Implementing Secretary's Memorandum No. 1662[3]

INTRODUCTION

All human activity is controlled by, and all social institutions are based upon, a complex constellation of influences and the interaction between and among them Chief of the influences are the goals and values of the individual, his motivations, attitudes, beliefs, and abilities. All change is basically change in these things. Individuals wish to participate in the development and extension of insight, their own as well as that of others. Persons with deeper insights will make their own changes in goals, motivations, relationships, and processes. This approach is sound psychologically, educationally, and democratically.

Communities where the group process under leadership has been fully participatory accept change rather easily, because understanding accompanies the very study, development, and tryout of the change.

Factors facilitating change that are subject to some control include (a) motivations of the individuals and groups; (b) conditions under which groups work; (c) the extent of social invention; and (d) the amount and quality of leadership present and developed.

The ever-changing requirements of the rapidly changing world in which we live continue to illuminate the inadequacies in the knowledge, skills, understandings and attitudes of people. There is a need to help people understand the basis of order and security in a world of rapid change and to identify and build their goals on a more realistic basis. Assistance is required to help them to understand their problems, discover the resources

[3]To meet the needs for which the Cooperative Extension Service has a responsibility as established by the legal framework and for which resources are available to conduct the program.

and ways which are available to them, for solving their problems, and reaching their goals.

The application and use of technology particularly in the physical sciences is not highly correlated with the development and use of knowledge in the services which grow out of the humanities or the social and/or behavioral sciences. This apparent disparity has brought about technological unemployment, vocational instability and automation with its attendant social problems. Foresight, planning and organization within the economy are required to solve these problems. They can and will be solved when people make up their minds that a solution is desirable and necessary. There is a need to help citizens understand this need as well as the function and process of planning so that they may more effectively engage themselves in seeking and working toward solutions.

The educational programs of the Cooperative Extension Service are conducted in cooperation with the Land-Grant universities, the U. S. Department of Agriculture, and the State and county governments. These programs are supported by appropriations from the three levels of government. People representing every socio-economic level participate voluntarily in Extension activities and programs as they seek to acquire knowledge and improve their situations. As a result, all Extension programs are subject to high public visibility.

An effective program delivery system is a multi-faceted problem in all agencies of government. The number of Cooperative Extension Service programs and activities administered within the structure of varying organizational and governmental relationships present unique problems as they affect rural and urban areas within the United States.

The Cooperative Extension Service has experienced continuing criticism and received pointed questions from the public and especially the disadvantaged, alienated, racial, minority, and ethnic groups, concerning its ability to provide equal access and opportunity for all persons to participate in its programs. Such reports as "A People and A Spirit,"[4] "The People Left Behind,"[5] and OIG audits and other studies and reports[6] reflect the urgency for program participation as well as programs to become more relevant to the problems and needs of the disadvantaged, alienated, racial, minority, and ethnic group members as they perceive them.

The degree of participation or lack of participation by the disadvantaged, alienated, racial, minority, and ethnic group members in the Cooperative Extension Service programs is an "effect" induced by some "causative" factors. There is much evidence which suggests that among the "causative" factors are included: a) variance between the attitude and values of the Cooperative Extension Service staff and those held by members of these groups; b) conflict in the basic philosophy and policy of the Cooperative Extension Service with respect to its responsibility in these areas with a corresponding lack of commitment; c) lack of understanding of the subculture resulting from institutional patterns, traditions, folkways, customs, habits, mores, and life styles of members of these groups; d) weakness in communication, methodology and work relationships with individuals and groups from all clientele categories; and

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[4]"A People and A Spirit," A Report of the Joint USDA-NASULGC Study Committee on Cooperative Extension. Printing and Publications Service, Colorado State University, Fort Collins, November 1968.

[5]"The People Left Behind," A Report by the President's National Advisory Commission on Rural Poverty. U. S. Government Printing Office, September 1967.

[6]Report by the U. S. Commission on Civil Rights and Other OIG Audit Reports.

and e) low level of expertise in motivating and working effectively with groups and/or individuals from these clientele groupings.

Institutional changes are dependenc upon the amalgama-ion of changes in individuals. Until such time when the Cooperative Extension Service staff members deal effectively with changing their patterns of behavior as they interface (interact) with people, refining our technique of processes will add little to the solution of the problem. It has been said . . . .

> Correct ideas are correct not because someone says they are, but because they have a demonstrable fidelity to the run of evidences. The quality of correctness is there for all to see in open, candid demonstration over and over again. The proof is public; it lies in the observable consequences.[7]

Major Benefits

Continuing progress in providing increased options of opportunity for the disadvantaged, minority, and ethnic group members in Cooperative Extension Service programs depends, to a large degree, on the changes that can be made in the behavior of people by increasing their perceptions, understandings, insights, values, beliefs, motivations, habits and/or skills through an effective training program. The major benefits of such a program would contribute to:

1. Increased effectiveness of the program development processes (planning, implementation, evaluation) at the national, State, area and county levels.
2. Improved public image of the Cooperative Extension Service as an agency dedicated to serving all people.

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[7]Charles W. Merrifield (Ed), Leadership in Voluntary Enterprise. Oceana Publications, Inc., 1961. p. 9.

3. Improved responsiveness to the needs and problems of the disadvantaged, alienated, racial, minority, and ethnic group within Cooperative Extension Service program responsibilities.
4. Increased employee morale as individuals gain a greater understanding, and visible evidence of their contribution to program planning, implementation and evaluation.
5. The reinforcing of the original philosophy of the Cooperative Extension Service in meeting the needs of under-privileged citizens.
6. Improved staff understanding, sensitivity to and appreciation of differences in people and the need to involve them in program development.
7. Improved individual, family, group and community development.

The above major benefits presuppose some requisites to participation by members of the disadvantaged, alienated, racial, minority, and ethnic groups. The Cooperative Extension Service staff members must understand what motivates individuals of these groups, i.e., "what turns them on and what turns them off." Each Cooperative Extension Service staff member must understand his own feelings toward them as well as gaining insights into how individuals of these groups think and feel about the Cooperative Extension Service, its programs, its methods and its staff. The Cooperative Extension Service must be willing to look objectively at what it is doing, why it is doing it, and how it is doing it and seek ways, if needed, to adjust, modify, create and design programs that will motivate people for greater participation, support and contribution to their individual growth and development.

Training Strategy

The following training strategy suggests three categories, including:

1. Training Program for Federal Extension Service Staff Members

   The program, implemented by the Federal Extension Service staff will be similar in design and content as that prepared for the Directors' regional meetings.

2. Training Program for State Cooperative Extension Service Directors

   The program, implemented by the Federal Extension Service staff together with consultants, would be conducted as a one-day session at each of the four regional meetings during the spring of 1970.

3. Training Program for State and County Extension Service Personnel

   The program would be implemented by the State Cooperative Extension Service staff. Categories of problems are identified, page 40, as "starters" for planning groups to discuss. Each State will want to identify its own peculiar set of problems. Suggested general objectives, page 42, and the broad curriculum content areas, page 44, are only guides which may be useful to planning groups. Categories of staff, page 43, to participate in training can be grouped according to the organization and particular needs of each State.

Categories of Problems

The following categories of problems amenable to an effective training program are identified:

1. Understanding of Human Factors Which Inhibit the Development of Effective Interpersonal Relations

Those factors which influence our understanding of minority groups and the disadvantaged include social organization, culture, socialization, social stratification, collective behavior, primary groups and associations.

2. Communications Credibility Gap

Identify those factors, procedures, etc., which serve as barriers to effective communication and seek solutions toward an improvement in the credibility gap in the Cooperative Extension Service relations with disadvantaged, alienated, racial, minority, and ethnic groups.

3. Recognize Major Problems and Needs of Disadvantaged, Alienated, Racial, Minority, and Ethnic Groups

Recognize institutional patters and other factors affecting motivation, human needs, self-esteem, life styles, and personal worth of individuals that may differ from middle class standards.

4. Strengthen Program Development Processes (Planning, Implementation, and Evaluation

Improve the Cooperative Extension Service delivery system to the unserved by using imagination and creativity in administration and program development. This includes improved management, decision-making leadership, organization and the total spectrum of program development.

5. Cooperation With Other Agencies

Strengthen the effectiveness of programs through cooperative efforts with other relevant agencies, organizations and groups.

6. Understanding Our Responsibilities to Be Responsive to Need

Strengthen personal commitment to program efforts and the achievement of organizational objectives.

Basic Assumptions Underlying the Training Plan

The following assumptions guided the development of the overall strategy of this plan:

1. Changes in behavior are more difficult to bring about in the area of human and/or interpersonal relations, than in most other areas.
2. Significant progress in the difficult areas of human relations and understanding is not achievable with a one shot-one time short duration training program.
3. Opportunity to receive training in understanding the ethnic, minority and the disadvantaged should have equal status and priority with other important staff competency needs which contribute to program effectiveness.
4. A long-term continuous training program in this area should be implemented by the Cooperative Extension Service, if significant results are to be expected.
5. Each State Cooperative Extension Service should develop its own detailed training program, within the general framework of this plan, taking into account its specific problems and individual needs.
6. An appropriate system for "feedback" should be developed to collect necessary information and data on the status of program improvement, increased program opportunity and participation.

Suggested General Objectives

The objectives listed below are general in nature. Each State Extension Service (appropriate planning committee or group) as it develops its State training plan will need to state objectives in specific educational terms to effect appropriate training and evaluations.

Provide each staff member an opportunity to:

1. Examine individual attitudes and values in his relationship with his associates and program recipients in order to improve his competency in carrying out his responsibilities.
2. Examine the ethical and moral bases from which the concepts of equal options of opportunity are derived and strengthen his commitment to achieve those objectives upon which a democratic society is based.
3. Identify factors, such as courtesy, tact, and recognition of human dignity, which influence the effectiveness of interpersonal relations with associates and program recipients.
4. Increase the effectiveness of communications between staff members and program beneficiaries by removing barriers and opening channels for communications.
5. Learn more about the problems and needs of the disadvantaged and minority groups in order that he may become more responsive to these recipients.
6. Reinforce the philosophy of taking Cooperative Extension Service program services to the unserved by seeking them out and providing them with program assistance and benefits.

7. Identify concepts which will help Cooperative Extension Service Directors and staff members appropriately deal with problematic situations, stressing the importance of positive, responsive action.

8. Identify ways to strengthen cooperation within the Cooperative Extension Service organization and with other agencies and groups to deal effectively with civil rights aspects in relevant program areas.

9. Secure a more complete understanding of those Acts which affect Cooperative Extension Service programs and of his responsibility for full implementation of these Acts as an integral part of Cooperative Extension Service program operations.

10. Examine the critical responsibilities of Cooperative Extension Service Directors and staff members in effectively carrying out all aspects of these Acts.

Suggested Target Groups to Participate in Training

Categories of the Cooperative Extension Service staff occupying similar and related positions in the hierarchy, having similar responsibilities, and facing common problems should be placed in the same target groups. Categorization of Extension staff members in the State Cooperative Extension Service identified with Target Groups 3 and 4 is left to the discretion of the Director and his staff. The target groups identified here are consistent with the training strategy described on pages 40 and 41 of this plan. These groups are:

Target Group 1

a. FES Professional Staff
b. Secretaries and Support Staff

Target Group 2

a. State Directors of Extension, the Associate Director(s) (his alter ego)

Target Group 3

a. Other Associate and Assistant Directors, Program Leaders, District Supervisors, and State Specialists

Target Group 4

a. Area Directors (if different from District Supervisors), Area Specialist, and County Extension staff

Suggested Broad Content Areas

The suggested content areas listed below are among those vital to the achievement of the objectives of the training program.

A FURTHER DELINEATION OF THESE CONTENT AREAS AS WELL AS THE INCLUSION OF OTHER TOPICS SHOULD BE TAILORED TO FIT THE SPECIFIC NEEDS AND PROBLEMS OF THE STATES AND THE SPECIFIC TARGET GROUP(S) TO RECEIVE TRAINING. They are:

1. Theories of Conflict and Planned Change - Challenge to management. How do we manage for change?
2. Motivation and Human Needs - Self-esteem, personal worth and psychological needs of minority and disadvantaged groups.
3. Removing Blocks to Effective Communications - Barriers and solutions to effective communication with minority and disadvantaged groups.
4. Human Development - Understanding Myself and Others - Nature of Prejudice and Roots of Discrimination.

5. Role of Program Leaders, Supervisors and Managers in Program Development at all levels of planning.
6. Building Interpersonal Relationships With Minority and Disadvantaged Groups.
7. Strengthening Interagency Cooperation.
8. Improving Program Development Processes (Delivery System).
9. Understanding the Problems and Needs of the Disadvantaged and Minority Groups.
10. Civil Rights Act, Title VI, Compliance Provisions, and the Secretary's Memorandum No. 1362.

Design and Methodology

APPROPRIATE INDIVIDUALS SELECTED FROM THE RESPECTIVE TARGET GROUPS TO RECEIVE TRAINING SHOULD BE NAMED TO A COMMITTEE(S) FOR PURPOSES OF PLANNING AND IMPLEMENTING A TRAINING PROGRAM AND FOR EVALUATING ITS EFFECTIVENESS.

THE TRAINING PROGRAM SHOULD BE OF SUFFICIENT LENGTH TO ASSURE SOME REASONABLE DEGREE OF SUCCESS (CHANGE IN BEHAVIOR). THE SERIOUSNESS OF THE PROBLEMS TO BE SOLVED, SUFFICIENT SUBJECT MATTER CONTENT THAT ADDRESSES ITSELF TO THOSE PROBLEMS, AND THE OBJECTIVES FOR THE TRAINING PROGRAM SHOULD DICTATE THE LENGTH OF THE TRAINING.

Major emphasis should be placed on group involvement and participation in the training experience. Maximum use should be made of outstanding, highly qualified and capable resource persons who are representatives from disadvantaged, alienated, racial, minority, and ethnic groups. Resource persons and material available from the following sources should be used as fully as possible:

1. Land-Grant institutions (predominantly White and predominantly Negro)
2. Other colleges and universities
3. Federal, State and county departments and agencies
4. State advisory committees on Civil Rights
5. Selected representatives from recognized Civil Rights organizations
6. Selected individuals representing disadvantaged, minority and ethnic groups
7. Ministerial and church groups

Each participant should be encouraged to read certain selected publications related to the subject area prior to attending training sessions.

States may conduct an "on-site" field trip to observe conditions, and visit with residents of disadvantaged areas prior to attending or during a training activity for those staff persons who have not had this experience recently. In this case, appropriate planning for effective learning experience requires the utmost attention.

CHANGES IN PERSONNEL, ATTRITIONS AND ACCESSIONS, AND CHANGES IN THE AREA OF SOCIAL ATTITUDES AND INFLUENCE SUGGEST THAT TRAINING BE VIEWED AS A CONTINUOUS PROCESS.

Evaluating the Effectiveness of Training

Significant results of a training program of this type are of a long-term consideration. It is important, however, to evaluate the progress being made at certain points in time. The following methods of evaluation are minimal:

1. Interim evaluations and end-of-session evaluations of participants' reactions to the learning experiences.
2. Review training plans and activities including narrative progress reports and plans.

3. Evaluate progress being made toward improved and increased program opportunities through program reviews, number and variety of programs and frequency of participation in all facets of programming, and OIG audits and reports.

Conclusions

A comprehensive training program for Cooperative Extension Service personnel is essential to speed up the process of improved program performance. Training will help the agency improve its programs and services to all citizens and to achieve the benefits set out on page 37 of this training strategy.

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